R E P O R T R E S U M E S

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AMERICAN PRINTING HOUSE FOR THE BLIND, INC., ITS HISTORY, PURPOSES AND POLICIES.

AMERICAN PRINTING HOUSE FOR BLIND, LOUISVILLE, KY.

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FOUNDED IN 1858, THE AMERICAN PRINTING HOUSE (APH) FOR THE BLIND IN LOUISVILLE, KENTUCKY, IS THE WORLD'S LARGEST PUBLISHER OF LITERATURE FOR THE BLIND. IN 1965-66 THE OPERATING BUDGET EXCEEDED $3 MILLION, AND THERE WERE 440 PART-TIME EMPLOYEES. A HISTORY OF THE DEVELOPMENT AND GROWTH OF APH INCLUDES CONTROVERSY RESULTING IN THE FINAL CHOICE OF STANDARD ENGLISH BRAILLE GRADE 2 AS THE STANDARD TYPE FOR THE ENGLISH-SPEAKING WORLD. FEDERAL LEGISLATION SUPPORTING APH HAS INCREASED FROM $10,000 PROVIDED BY THE ACT OF 1879 TO $935,000 FOR EDUCATIONAL MATERIAL PLUS $75,000 FOR ADVISORY AND CONSULTANT SERVICES IN 1966. APH KEEPS ABREAST OF INK PRINT PUBLICATIONS SO THAT BRAILLE EDITIONS MAY BE ISSUED AT THE SAME TIME. IN ADDITION, SCHOOLS AND STATE DEPARTMENTS OF EDUCATION MAY REQUEST BRAILLE EDITIONS OF OTHER BOOKS AND MATERIALS. ALSO PUBLISHED ARE TALKING BOOKS, LARGE TYPE BOOKS, TANGIBLE MATERIALS, BRAILLE MUSIC, AND LITERATURE FOR ADULT BLIND. RESEARCH IN THE EDUCATION OF BLIND CHILDREN IS CONDUCTED BY THE DEPARTMENT OF EDUCATIONAL RESEARCH. (MY)

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American Printing House for the Blind, Inc.

Its History, Purposes, and Policies

1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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American Printing House for the Blind
Louisville, Kentucky
1966

American Printing House for the Blind
1858-1966

American Printing House for the Blind, Inc.

Its History, Purposes,
and Policies

1966

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American Printing House for the Blind, Inc.

Its History, Purposes, and Policies

Founded on January 23, 1858, the American Printing House for the Blind, Inc. is the oldest national agency for the blind, private or public, in the United States. Today, 108 years later, it is far and away the largest publishing house for the blind in the world, and the only independent institution devoted solely to the publication of literature for the blind and the development and manufacture of tangible aids for their use.

The Printing House is additionally unique in that for 87 of its 108 years it has been the official schoolbook printery for the United States, through an annual grant from Congress for this purpose.

Origin

The Printing House had its origin in the printshop of the Kentucky School for the Blind, itself founded in 1842 as the third state-supported school for the blind. In those early days, each school for the blind endeavored to provide its own educational materials. The Trustees of the Kentucky School soon recognized the waste of such duplication of effort, and set about establishing a national, non-profit printing house which could meet the combined requirements of all schools for the blind. As a result, the American Printing House for the Blind was chartered as a separate corporation for this purpose, with members of the then Board of the Kentucky School serving as four of the seven original incorporators.

For the first twenty years, the Printing House supplied its materials on a cash basis and through funds raised in several of the States. The exigencies of the Civil War demonstrated the need for a more adequate — and permanent — source of funds for books and instructional materials for all the schools, and in 1878 the American Association of Instructors of the Blind memorialized Congress for an appropriation for this purpose. As a result, on March 3, 1879, Congress passed the Act "To Promote the Education of the Blind."

Growth

Historically, the growth of the Printing House has reflected in almost direct proportion the growth and expansion of all work for the blind. As the horizons of our educational and other service programs have widened and changed, so have the services of the Printing House expanded and increased to meet the changing needs of each era. During the first twenty years of its existence, the total annual budget seldom exceeded $10,000, and the entire staff consisted of six to eight full-time employees. It was not until the passage of the Act of 1879, and the erection of its first building in 1883, that expenditures were reported in excess of $20,000. Forty years later, in 1920, the operating budget for the year amounted to only $38,461.56,

with a staff of approximately twenty people. Now, still another 46 years later, the operating budget is over $3,000,000 for the 1965-1966 year, and the Printing House employs a staff of some 400 full-time and 40 part-time personnel.

Much of the slow growth of the institution during its first sixty years was caused by confusion and uncertainty among educators of the blind as to the best system of embossed printing. The "type fight" which lasted until the adoption of Braille Grade 1½ in 1918 forced the Printing House to produce the same books in a multitude of types—Boston line letter, New York point, and Braille (both American and English)—thereby keeping costs up and production down. The adoption of a uniform embossed type for this country created an immediate demand for a whole new catalog of textbooks in Braille Grade 1½. Further, it was then possible to turn attention to the manufacture of tangible apparatus, such as writing devices, dissected maps, and other educational aids, as well as to research and development of improved methods of publishing and manufacturing. In the late 1920's, interpoint printing of Braille was demonstrated as feasible, and this, together with the adoption of uniform page sizes, and embossing and binding procedures, went far to reduce unit costs.

Also late in the '20's, it was demonstrated that the Braillewriter, which had been invented many years before, could be manufactured on a production basis, and during the next decade educators began to realize its value as an educational aid. In 1932, Standard English Braille Grade 2 was adopted for the entire English-speaking world, and the demand for schoolbooks in the more highly contracted system created a need for replacing textbooks. The adoption of a uniform code for Braille music notation in 1929 provided the means for quantity production of Braille music scores, while by the middle '30s, the production of Talking Books had been undertaken. Again, shortly following World War II, a department for the publication of large type books was established.

In 1930, Congress passed the Pratt-Smoot law, designed to provide literature for the benefit of the adult blind. Prior to that time, practically all books were intended largely for educational purposes, except for THE BIBLE and a few religious magazines. High printing costs and the lack of an adequate, permanent source of funds had made it impractical, if not impossible, to supply adult reading material through regular production channels. Although this grant is administered by the Library of Congress, the facilities of the Printing House have always been a major source of production of books and magazines in both Braille and Talking Book form. In September, 1928, the Printing House, as a project of its own, inaugurated the publication of *The Reader's Digest* in Braille, and in September, 1939, brought out the first Talking Book edition. In January, 1959, it began the weekly publication of *Newsweek Magazine* on Talking Books. Thus were laid the foundations for the very large Braille and Talking Book magazine publishing department, which today is one of the major projects of the Printing House. In 1953, a Department of Educational Research was established, to examine, evaluate, develop and otherwise undertake active research into methods of educating blind children.

As a result of this growth in activities, it became necessary by the late 1940's to expand Printing House facilities in the way of plant, equipment and personnel, and at that time a large, and still growing, building program was undertaken. Today, the manufacturing and storage operations utilize some 165,000 square feet of floor space, plus 8,000 square feet for administrative purposes, and the present plant and grounds are valued at $1,313,645.

Evolution of the Federal Act

The authorizing Act of 1879 provided a grant of $10,000 per year, and was designed to meet the needs of some 2,000 blind children. In 1906, this grant was made in perpetuity. By 1917, the number of blind children attending schools and classes for the blind had increased to over 5,000, thereby reducing yearly per capita allotments to less than $2.00. Accordingly, in 1919, Congress authorized a ceiling of annual appropriation in the amount of $40,000, in addition to the $10,000 permanent grant. As the numbers of blind children grew, and production costs mounted, the ceiling of total appropriation was increased: to $75,000 in 1927; to $125,000 in 1937; to $260,000 in 1951; and to $410,000 in 1956. In 1962, the limitation of appropriation was eliminated, leaving it to the Printing House to make an annual justification based on need. At the same time, separate funds were authorized for advisory and consultant services. The appropriation, therefore, for the 1966 fiscal year amounts to $935,000 (including the $10,000 permanent grant) to supply educational material for 18,627 students, plus an additional $75,000 for advisory and consultant services.

In 1879, all recipients of the Federal quota were residential schools for the blind, since this was the only type of educational facility for the blind then available. On November 28, 1906, a ruling was handed down by the United States Solicitor stating that adult rehabilitation centers were to be construed eligible as "public educational institutions for the blind" to receive their proper apportionment of the materials provided by the Act. Similarly, on January 30, 1912, the United States Solicitor again ruled that formally organized public day school classes for the blind were to be considered as public institutions for the education of the blind, and to share in the free distribution of embossed books and tangible apparatus under the Act. For the next forty years, only these three kinds of educational facilities received Federal benefits. However, in the late '40's and early '50's, the advent of the population explosion and retrolental fibroplasia rapidly changed the whole educational picture, with the result that a very large proportion of blind children entered regular schools for the seeing, which do not conduct formal classes for the blind, as such. To meet this need, the basic law was amended in 1956 to provide services for all children attending a public educational institution of any kind. While this legislation transferred responsibility for blind children attending public schools to their State departments of education in so far as the Federal Act was concerned, it failed to make the chief State school officers (or their designees) ex-officio Trustees of the Printing House, and it was not until 1961 that this situation was corrected.

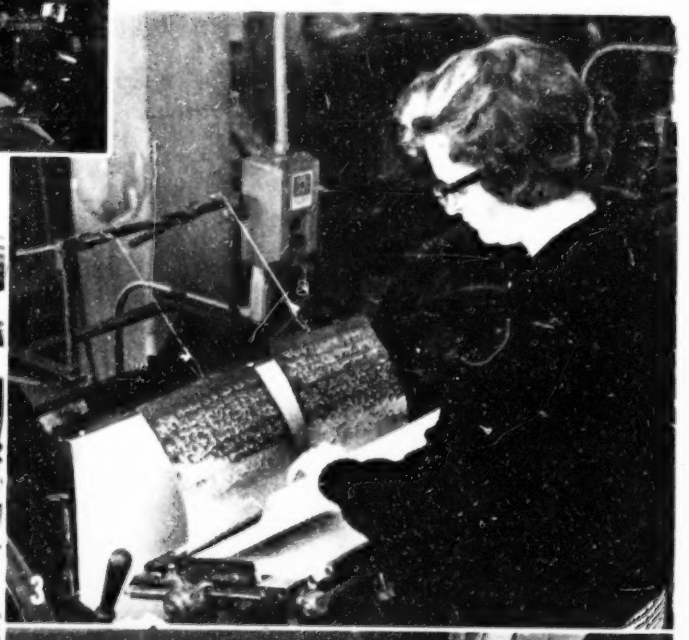
The 1961 legislation was unique in that, for the first time, provision was made, over and apart from the quota funds, for an appropriation to meet the cost of advisory and consultant services in connection with the administration of the Act. Because of this extra money, the Printing House has been able to add to its staff two Assistant Braille Editors-Field Representatives, a Textbook Consultant, and a Consultant on Tangible Aids. Further, funds are now available to defray the expenses of ex-officio Trustees when attending meetings of its three administrative committees, i.e., Publications Committee, Tangible Aids Committee, and Committee on Educational Research. Prior to this time, no money had been available to pay expenses of committee members, and all too often either the members were unable to get to meetings, or Trustees from distant points could not accept committee membership. The new advisory appropriation also now makes possible the enlistment of outside professional help on a consultant basis, as the need may arise.

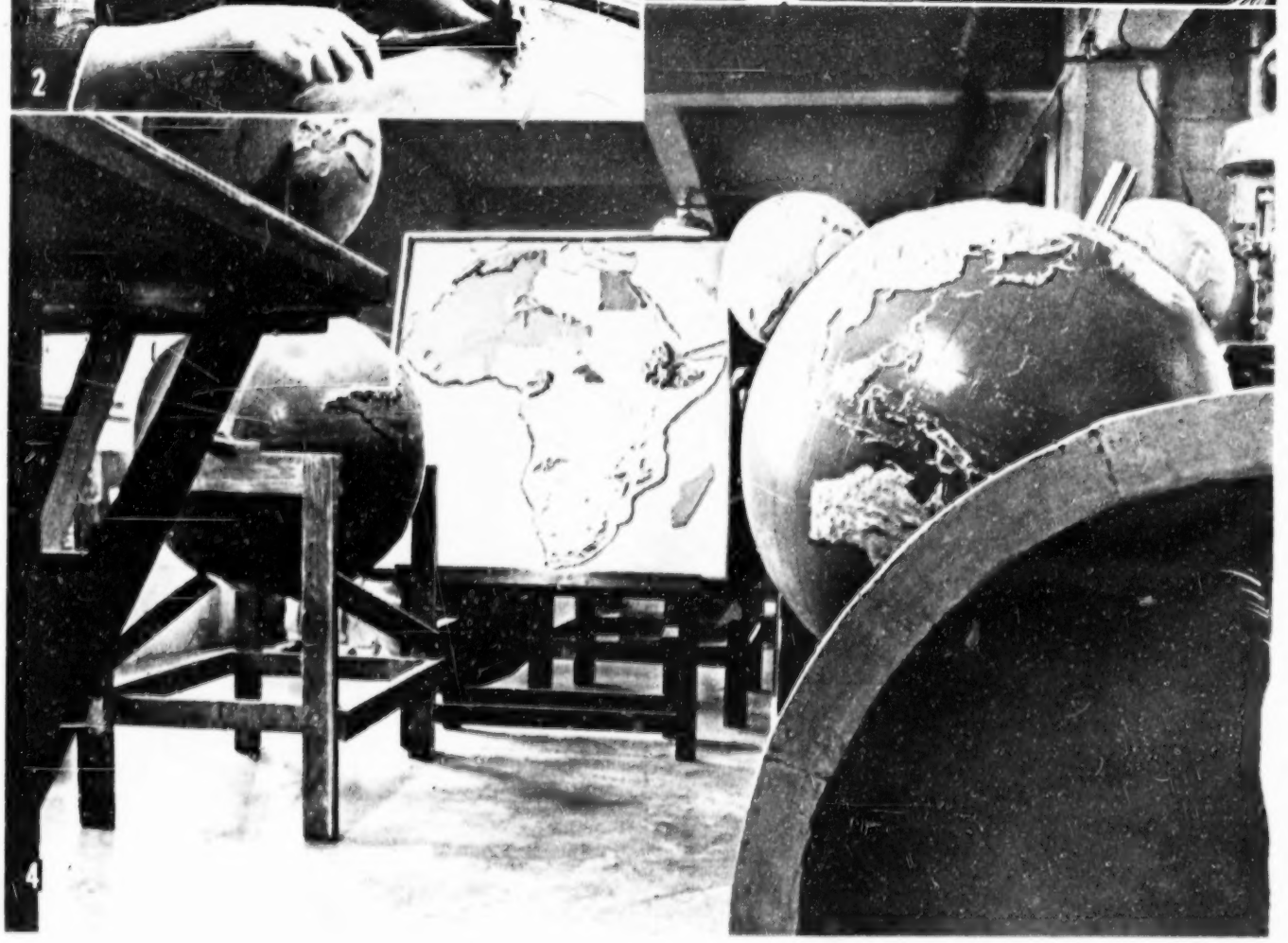
1. Embossing metal plates for printing Braille music.

2. Correcting Braille printing plate.

3. Printing the sheets of a Braille book.

4. Display of relief globes and maps manufactured by the Printing House.





The addition of staff members has made it possible for Printing House representatives to go into the field and give direct, on-the-spot administrative help to State departments of education, schools for the blind, individual teachers, etc., and to bring back reports and information about local situations, so that the materials and services supplied through the Federal Act can be more closely coordinated with actual needs. The appointment of a Textbook Consultant has provided a full-time, professional resource to guide the work of the Publications Committee in the choice of educational materials to be published, through personal contacts with the regular ink-print educational publishers and with other agencies in the field, including volunteer transcribers. It has also made possible the establishment of the Central Catalog of Volunteer-produced Books, which is serving, not only to coordinate reporting and locating of all educational materials for the blind which are produced through volunteer efforts, but also to provide coordination with ink-print publishers in granting and recording permissions to reprint copyrighted materials by volunteer as well as non-profit professional publishers. This Central Catalog now contains a listing of over 20,000 Textbooks.

Management

As a private, non-profit corporation, the affairs of the Printing House are administered by a Board of Trustees consisting of seven citizens of Louisville, successors to the original incorporators. The officers of the Board include a President, Vice-President, Secretary, and Treasurer, all elected annually. Additionally, all superintendents of schools for the blind (or their designees), and all chief State school officers (or their designees) are ex-officio members of the Board of Trustees for the administration of the Federal Act only. Annual meetings of the Board are held in Louisville in the fall of each year. The paid executive staff consists of an Administrative Vice-President and General Manager, and seven department heads, namely, Plant Manager, Editor, Head of Talking Book Department, Director of Educational Research, Head of Magazine Circulation and Fund-raising, Head of IBM operations, and Office Manager, and their assistants.

Administration of the Federal Act

The original Act of 1879 vested in the Secretary of the Treasury of the United States the authority for the control of the appropriation to the American Printing House for the Blind, and prescribed the general conditions under which the funds would be expended and the books and apparatus distributed to the various institutions for the education of the blind. This arrangement remained in force until the passage of President Roosevelt's Reorganization Act on June 7, 1939, when, by Joint Resolution, the administration of the appropriation was transferred to the Federal Security Agency as of July 1, 1939. Subsequently, on April 11, 1953, when the Federal Security Agency was given Cabinet status and became the Department of Health, Education, and Welfare, the administration of the appropriation was made the direct responsibility of the Secretary of the Department.

As noted previously, the American Printing House for the Blind, Inc., is a private non-profit agency. Therefore, it is written into the Federal law that the chief paid executives of the public educational institutions for the blind and the chief State school officers of each state shall be ex-officio Trustees of the Printing House in administering the Federal Act. The privileges and responsibilities of the ex-officio Trustees include the following:

1. Preparing, signing, and forwarding of registrations of blind students in public educational institutions. (In the case of chief State school officers, or their official designees, these registrations cover, pri-

marily, those blind children within a state in attendance at public schools for the seeing, or public day school classes for the blind. They do not cover registrations from residential schools for the blind, who are represented separately by the chief paid executive of each such school). All such registrations are taken on the first Monday in January of each year, to be used as the basis for determining a per capita rate for quota allocations for the ensuing fiscal year beginning the following July 1st.

2. Receiving and signing Certificates of Quota Allocation each July 1st.

3. Receiving, approving, and forwarding of all orders to the Printing House to be charged to quota allocations. In this connection, it is up to the individual State departments of education and/or residential schools to determine how their respective quota credits will be used, and the Printing House does not determine what materials will be shipped on quota orders, except only with regard to the limitations of its facilities and personnel.

4. Receiving and handling all correspondence from the Printing House regarding quota orders; receiving and disseminating information from the Printing House with regard to requests for recommendations of materials to be published and/or manufactured for school use, and forwarding replies to the Printing House as requested; receiving and answering all requests for information, aid, etc., which come from the APH with regard to the Act "To Promote the Education of the Blind"; and other such obvious duties.

5. Attendance at, and participation in, Annual Board meetings (held in October or November of each year). Such participation may include service on official Printing House Committees, such as Publications Committee, Tangible Apparatus, and Educational Research. Personnel of such Committees are elected from the membership of the Ex-officio Trusteeship by the Board at Annual Meetings.

In administering the quota part of the Act, procedures are as follows:

1. On the first Monday in January of each year, a registration is taken of all blind pupils attending *public* educational institutions of less than college grade throughout the United States and its possessions, including the District of Columbia. Such institutions are of two types:

   a. Residential schools for the blind; other institutions for the handicapped which conduct formal training programs for the blind (such as a training school for the mentally retarded or a school for the deaf, which provides special courses for the blind or deaf-blind); plus rehabilitation centers for the adult blind which themselves conduct formal training courses.

   b. Public school day classes for the blind, public schools which provide resource room or itinerant teaching services for blind pupils, as well as public schools attended by individual blind pupils for which no special services for the blind, as such, are provided.

The registration information for pupils attending residential schools or adult training centers for the blind is supplied by the executive head of each such institution (or his designee); that for all children attending public schools for the sighted is supplied by the chief State school officer of each state (or his designee). The registrations are submitted on prescribed forms supplied by the Printing House, which include information as to each student's name, school or school system attended, school grade, visual acuity, and information as to whether he reads Braille or large type, or both, or neither (aural). In the case of public school children, this information is supplied by local school systems to their State departments of education, which in turn register the children with the Printing House. In each case, the registering officer, who is also an ex-officio Trustee of the Printing House, must

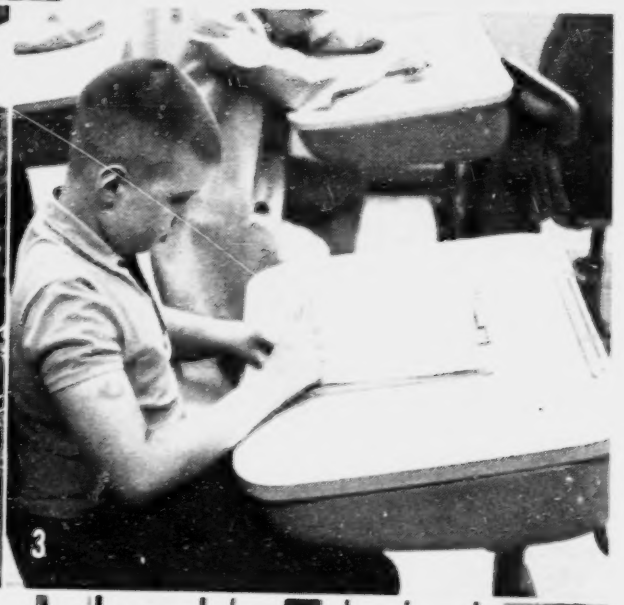
1. Third grade student does his homework, using Braille textbook and Braillewriter.

2. Partially visioned girl studies large type outline map, while another reads from a large type text.

3. Fifth grade student writes with a slate and stylus.

4. High school student studies a 12-inch table model relief globe.

5. Employee checks quality of large type printing.



verify as to the validity of the information he supplies. For purposes of registration, only those pupils whose vision comes within the following definition of blindness can be registered:

> "Central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees."

It should be noted that children attending parochial or private schools may *not* be registered for purposes of the Federal Act, unless their tuition is paid out of public tax funds, or the responsibility for *and* supervision of their education are exercised by a tax-supported agency.

2. Quota allotments are made each July 1st to the individual schools for the blind, adult training centers, and State departments of education. These quota allocations are determined on a per capita basis, by dividing the total number of pupils registered the previous January into the total amount of funds appropriated by Congress for quota purposes. The basic per capita is then multiplied by the number of pupils registered by a particular school, training center, or State department of education, and the sum so determined is entered on the books of the Printing House on July 1st in the form of credit to the individual school, training center or State department. *No direct cash allotments* are made, and all materials supplied through the Federal Act must be manufactured at or processed by the American Printing House for the Blind. Further, no materials can be shipped against quota allotments unless the order has been signed by the superintendent of an accredited school for the blind or adult training center, or chief State school officer (or their designees). This means that the expenditure of quota allotments is determined solely by the ex-officio Trustees of the Printing House, and no individual teacher, parent or student, as such, or Printing House staff member, can order materials from the Printing House to be charged to a quota account. Any orders received without proper authorization are returned to the correct ex-officio Trustee for approval before shipments are made.

In addition to materials supplied through quota allotments, it is also possible to order direct on an accounts-receivable or cash basis. Further, since it is not possible to advance credit on quota accounts from one year to the next, it is necessary that any materials required over and above a year's quota allotment must be paid out of local funds.

3. The money from the Federal appropriation (sent to the Printing House semi-annually) is deposited in a bank account separate from all other monies of the institution. The quota appropriation is used solely for the payment of labor and materials, plus a reasonable amount for administrative overhead. By law, no part of the grant can be used for the erection or leasing of buildings. Thus, the Printing House must, out of its own funds, provide the buildings and equipment which are necessary for the production of the materials supplied through the Federal appropriation. Educational publishing is largely seasonal in nature, and the major orders for school materials are received during the late spring and summer months. Since it is physically impossible to manufacture all needed textbooks and apparatus during this short period (which includes vacation time), it is necessary that a full stock of finished goods be on hand by June first of each year, so that textbooks and other items may be available for immediate shipment when orders are received. For this purpose, the Printing House has set up an even schedule of year-around manufacturing, based on an anticipated 12-months' requirement for each individual item. This has increased total finished-goods storage to more

than $1,000,000, the cost of which has been paid out of capital funds of the Printing House.

Responsibility for the choice of materials to be supplied through the Federal funds is vested in the Board of Trustees and ex-officio Trustees, and is exercised through formal adoption at the Annual Meeting of the recommendations of its two administrative committees, i.e., Publications and Tangible Apparatus. These two committees, composed of five ex-officio Trustees each (elected by the Board on a rotating basis), meet at least once a year, at the time of the Annual Board Meeting in Louisville, and as often otherwise as they may deem necessary. Each committee has a professional consultant who is a staff member of the Printing House. It is the duty of the Publications Committee to select for recommendation to the Board the educational publications (Braille, large type, Talking Book, Braille music) to be added to Printing House catalogs each year. Similarly, it is the responsibility of the Tangible Apparatus Committee to select and recommend for development and manufacture new items of educational aids. A third Committee on Educational Research, also composed of five ex-officio Trustees, guides the work of the Department of Educational Research, although the activities of this department are not financed through the Federal Act. Rather, this department is underwritten by the Printing House from its own funds and through grants from Government agencies and private foundations.

Adoptions

Procedures for the adoption of educational publications under the auspices of the Publications Committee are as follows:

1. In order that basic textbooks for blind children may be available at the same time new school adoptions are made for sighted children, all new APH adoptions. especially those of established texts and basic series, should be geared to the release of new editions by ink-print publishers. This means that the APH staff must be conversant with materials to be published, curriculum requirements, new trends and developments in education, etc., and that no recommendations should be submitted by the APH staff without permission and copies of books in hand, or, wherever possible, without tentative cost estimates and production schedules fairly accurately projected.

2. Recommendations for adoption by the Committee are made on the following schedule:

   a. At the fall meeting for materials to be available by August 15th of the next year.

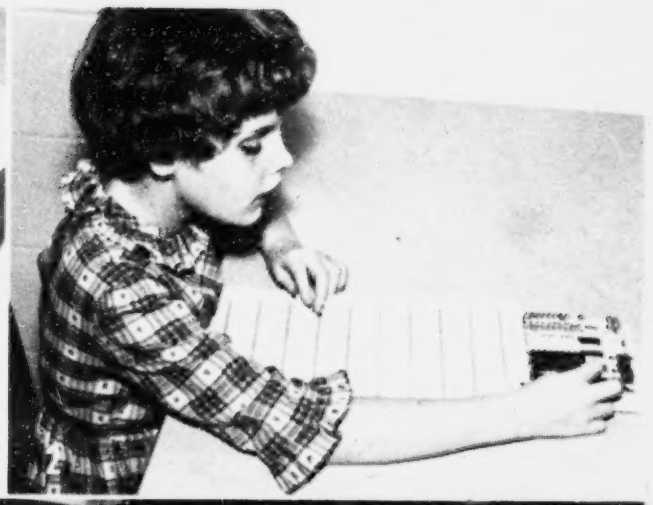
   b. At an early spring meeting for materials to be available by the following January, or earlier if possible. (In some cases, it may be necessary to make long-range adoptions at this time of materials to be made available by August of the following year.)

3. Some work is done by mail between meetings, and other meetings can be called as necessary.

4. The Committee takes responsibility for setting up priority areas for publication, including weak spots in the catalog, which should be covered at any time, rather than depending solely upon recommendations from the field, although due consideration is given to such recommendations.

5. Braille music adoptions are based primarily on requests from the field, and with the help of the AAIB Music Workshop.

6. Supplementary materials are adopted as there is a need, based on evaluation of requests submitted, new materials available in ink-print, and publication facilities available at the Printing House.



1. First grade student reading his first primer.

2. Doing arithmetic sums on a Braille calculaid.

3. Reading a large type history text.

4. Calculating an arithmetic problem on a cubarithm slate.

5. Doing arithmetic computation on a pocket abacus.

6. Studying a floor pedestal relief globe.

Announcements of New Publications to Schools:

1. All announcements or advertisements must include estimated (or final, if possible) prices, and FIRM GUARANTEES OF DATES OF DELIVERY.

2. Catalog advertisements of new books are made on the following schedules:

   a. In March, for books to be delivered by August of the same year, and, where production schedules can be projected at that time, by the next January.

   b. In September, for books to be delivered by the following January.

   c. In November, for books to be delivered by the following August.

   d. Materials for which the plate cost is underwritten by other agencies (usually the Library of Congress), are advertised as they become available.

In addition to the educational materials supplied under the auspices of the ex-officio Trustees, it is possible for any school for the blind or State department of education to direct the Printing House to manufacture books or other literature, as well as appliances, for its special use, the entire costs of which are paid for out of its individual quota account. Similarly, schools and classes for the blind, as well as State departments of education, may contract for the manufacture of any item which the Printing House has the facilities to produce, and pay for such production out of their own local funds on an accounts-receivable or cash basis.

Other Activities of the Printing House

The Printing House's position as the official schoolbook printery and educational manufacturer for the United States is, of course, a matter of great pride, but it must also be remembered that its basic function is that of a *private*, non-profit publisher for the blind. As such, the Printing House contracts with Goverment agencies, such as the Library of Congress, and other organizations and individuals wishing to provide literature and tangible aids for the use of the blind on a non-profit basis. Although the manufacture and distribution of materials through the Federal Act involves a very large proportion of the institution's attention, the value of materials so supplied constitutes only about one-third of the over-all sales each year. Thus, for the year ending June 30, 1965, the total value of materials manufactured and distributed by the Printing House amounted to $2,492,750, of which $823,228 constituted quota distributions. At the same time, $1,371,122 worth of materials were provided through contracts with other agencies and individuals, while Braille and Talking Book *Reader's Digest* and Talking Book *Newsweek* magazines valued at $298,404 were made available through donations from the general public.

One of the greatest pitfalls of any agency of the size and age of the Printing House is a tendency to bask in the glories of past and current accomplishments. In this fast-changing world, no organization can afford to indulge in more than an occasional fleeting moment of pride. Instead, administrative attention must constantly be directed, not only to ever-changing procedures and philosophies of all work for the blind, but also to rapid advances in the technological fields. Thus, it is necessary that APH staff and personnel keep abreast of new needs for different types of products, and at the same time be flexible enough to adopt better procedures which will produce all items at a faster rate and, hopefully, at reduced costs.

One of the most far-reaching steps in this direction was the installation in May, 1964, of a 709 IBM computer for the production of Braille printing plates. For several years, the IBM Corporation and the Printing House had been working to-

gether on the problems of machine-translation of English Braille Grade 2. To this end, IBM staff worked out the computer program for the automatic translation of contracted Braille, while the Printing House developed a modern, electronically-driven stereograph machine to do the actual embossing as directed by IBM punched cards. Upon completion of the developmental work, the IBM Corporation generously made available to the Printing House a 709 computer, which was installed at the Printing House at its own expense. Since the computer was put into regular production in May, 1964, metal Braille printing plates for 103 titles, comprising 35,553 Braille pages, have been completed and sent to press. The importance of this new system lies in its speed and in the elimination of more than two years of training of professional Braillists. It should be noted, however, that computer translation of Braille is suited only to the manufacture of printing plates from which many copies are printed, and in no way will affect the work of volunteers hand-transcribing single copies of books for which there is a limited demand. Up to the present time, too, a computer program for straight copy only has been developed, although with the adoption of the AAIB and AAWB in the summer of 1964 of a uniform "Code of Textbook Formats and Techniques," working programs for books of more difficult format are being developed.

Other general technological advances have made possible the production of Talking Book records on much smaller discs, running for much greater lengths of time at 16-2/3 and 8-1/3 r.p.m., and of short runs (minimum 60 copies) of large type books as opposed to books produced by regular off-set printing processes which require minimum editions of 200 or more copies.

The Printing House has also done its own independent research and developmental work, such as the process for manufacturing the large 30-inch globe, the production of the Lavender Braillewriter, manufacturing procedures for the Cranmer abacus and the Krebs binder, and a host of simple adaptations of commercially produced tangible aids that would make them of use to blind people. Hopefully, this latter facet of developmental work will increase in the future.

Conclusion

The foregoing statement of the history, purposes and policies of the American Printing House for the Blind are directed to the attention of administrators of educational programs for the blind, teachers and prospective teachers of the blind, parents of blind children, and staffs of other agencies, and interested individuals. Particular attention has been given to administrative procedures and requirements with regard to the Federal Act "To Promote the Education of the Blind." At the same time, it has been pointed out that the American Printing House for the Blind is an entity in its own right as a national, non-profit agency for the blind, and, as such, has responsibilities as a private organization devoted to the publication of literature and the manufacture of tangible aids for *all* blind people. Recognizably, the dual responsibilities of the Printing House as a private agency on the one hand, and the official textbook printery for the United States (through the Federal Act) on the other, lead to confusion in many quarters. It is therefore requested that anyone wishing to inquire about particular problems and policies do so in writing at any time. Additionally, tours of the entire plant are available every weekday, Monday through Friday, and visitors are most welcome at all times. Please put us on your itinerary.